

California Commission on Teacher Credentialing



Request for Applications For Teacher Residency Implementation and Expansion Grants

Who Is Eligible to Apply?

Eligible applicants for Teacher Residency Implementation and Expansion Grants are local education agencies (LEAs), or a consortium of LEAs, currently working or planning to work in partnership with one or more Commission-approved preparation programs within a regionally accredited institution of higher education (IHE) that operates or is planning to operate a teacher residency pathway for the proposed credential area. Eligible applicants must have a CD/CDS code issued by the California Department of Education (CDE). Applicants should note that there is a statutory 80 percent (80%) match requirement for each grant dollar received. Matching funds may be actual funds and/or in-kind match.

Available Funding

Grant awards of up to \$25,000 per resident participating in the Teacher Residency Implementation and Expansion Grant Program are available for the purpose of creating, implementing, or expanding existing LEA/IHE partnerships currently operating a Commission-approved teacher residency pathway. Implementation and expansion efforts must include the preparation of residents in either of the following: (a) designated shortage fields including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten and/or (b) local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local education agency community's diversity. Applicants should note that this funding is intended to supplement and not supplant existing LEA and IHE teacher residency programs and efforts.

Project Period

Award announcement date through June 30, 2026.

Due Date for Receipt of Applications emailed to the Commission:

March 31, 2023, or May 19, 2023, by 5:00 p.m. PT

All applications must be emailed to the Commission by the date and time identified.

No paper copies are required.

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Request for Applications

Teacher Residency Implementation and Expansion Grants

Section I: Introduction

Introduction

This Request for Applications (RFA) is to provide grant awards of up to \$25,000 per teacher candidate in a residency program within the jurisdiction of the LEA grant recipient. Grant applicants (LEAs) must have a CD/CDS code issued by the CDE and consist of one or more, or any combination – including a consortium - of the following: school districts, county offices of education, charter schools, regional occupational centers, or programs operated by a joint powers authority or a county office of education as defined in Education Code Section 56034, that are currently operating or will operate a Teacher Residency Program in partnership with a Commission-approved preparation program offered by a regionally accredited Institution of higher education (IHE). Please see [Appendix K](#) for a recent Program Sponsor Alert (PSA) regarding the definition for “regionally accredited” as it applies to institutions of higher education and LEA/IHE partnerships related to teacher residency programs ([AB 320](#)).

The intent of the Teacher Residency Implementation and Expansion Grant is to support the development of a new, or the expansion of an existing, teacher residency program. Residencies funded by Teacher Residency Implementation and Expansion Grant may support residents in:

- a designated shortage field including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten, and/or
- meeting local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local education agency community’s diversity.

The Teacher Residency Implementation and Expansion Grant must support the applicant LEA in developing a new, implementing, and/or expanding an existing residency program that addresses all preparation requirements for the target teaching credential(s) as well as preparation for teaching within the specific district/school context where the resident is placed. LEA applicants must partner with one or more Commission-approved preparation program(s) within a regionally accredited IHE.

As required by the Commission’s adopted [Teacher Preparation Program Standards](#), the program must also prepare the resident to teach the State Board-adopted academic content standards, using the content pedagogy addressed within the California frameworks.

Implementation and expansion efforts may include activities such as: recruiting residents from one of the shortage areas listed in [Appendix A \(c\)\(1\)](#), increasing the number of residents supported annually, adding new LEA or IHE partners to an existing program, implementing a

new pathway into an existing program that was developed using capacity grant funding, etc. Implementation and/or expansion efforts must include a collaborative partnership among the LEA and IHE members as there are both individual and shared responsibilities for each entity. One key role belonging to the LEA partner is the management of the grant funds, and key roles belonging to the IHE educator preparation program is the enrollment of candidates in the IHE program and recommendation of the preliminary credential upon the residents' completion of the program. Shared roles between both partners include the joint completion of reporting requirements, recruiting efforts, and support for residents during and beyond the teacher residency program year.

Grant funding is available for encumbrance through June 30, 2026. The 2021 Budget Act legislation ([Appendix A](#)) authorizes the Commission on Teacher Credentialing (Commission) to provide competitive grants to eligible entities for Teacher Residency Grants. Per statute, the grant funds must be matched by the grantee LEA or consortium on a \$0.80 per every one grant dollar basis. Matching funds may be actual dollars or in-kind. *Note: Each resident participating in a Teacher Residency Grant Program may receive a maximum of \$25,000 in one-time, non-renewable grant-funded support.*

Allowable Activities and Use of Funds

In making these grants available, it is the Commission's intent that the grantees use these funds efficiently and effectively to implement or expand an existing or develop a new residency program to serve residents in the applicant LEA or consortium. Grant funding may be used for, but is not limited to, any of the following: teacher preparation costs, stipends for mentor teachers, stipends for teacher candidates, mentoring, and beginning teacher induction costs following initial preparation.

Applicants operating a Teacher Residency program may implement a new program and/or may expand the existing program to include any or all of the allowable designated shortage areas or diversification of the teacher workforce efforts named above. See the [Definition of Terms as Used in this RFA](#) table for an explanation of the eligible credentials for residencies.

Additional Information for Applicants

Applicants should refer to the [full text of the authorizing legislation](#) with respect to their monitoring and fiscal obligations if awarded a Teacher Residency Grant.

Applicants should also note that this RFA includes two application due dates. This first due date is a quick turnaround for those programs that are ready now to enroll residents and would like a confirmed award announcement by April 2023. The second due date option is also available for programs that would like to enroll residents for fall 2023 but the award announcement will not be made until June 2023.

Information for Applicants – Program and Resident Obligations

Applicants should note the following obligations of the authorizing statute with respect to the obligations of both the LEA/IHE partners as well as the residents participating in the Teacher

Residency Implementation and Expansion Grant Program.

LEA Teacher Residency Implementation or Expansion Program Obligations:

- Applicants should refer to the full text of the [authorizing statute](#) with respect to their monitoring and fiscal obligations if awarded a Teacher Residency Implementation and Expansion Grant.
- The partnership should consider in their planning:
 - Addressing and incorporating the key characteristics and components of effective residencies ([Appendix J](#)).
 - Recruiting the appropriate number of residents to ensure there will be an employment opportunity for each resident to fulfill the mandated four-year service commitment.
 - Establishing a hiring process or timeline that allows for residents to secure employment within their residency program LEA soon after completing all teacher preparation program/graduation requirements.
 - Creating an enrollment schedule that allows for residents to begin their field work assignments on or before the first day of LEA pupil instruction and remain in their assignment until the last day of LEA pupil instruction.

Participants in Teacher Residency Implementation or Expansion Program Obligations for the Service Commitment and Grant Repayment:

Authorizing legislation requires a service commitment from the residents supported using grant funding. Information on these topics from the authorizing legislation, AB 130 Section 44415.5, includes:

- (j) and (k): A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential.
- A candidate [resident] who fails to earn a preliminary credential or complete the period of the placement shall reimburse the sponsoring grant recipient the amount of grant funding invested in the candidate's residency training. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the candidate [resident] taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient.
- A candidate [resident] shall have five school years to complete the four-school-year teaching commitment. (k) If a candidate [resident] is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:
 - (1) The candidate [resident] has completed at least one-half of the school year.
 - (2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.

- (3) The candidate [resident] was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the succeeding school year.
- (4) The candidate [resident] has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.
- (5) The candidate [resident] was called or ordered to active-duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

Information for Applicants – Future Grant Opportunities

Authorizing legislation allocated \$350 million over a five-year project period for all Teacher Residency Grant Programs. As such, Commission staff anticipates that funds will remain after the 2022-23 fiscal year RFA process and that the Commission will offer future residency grant competitions. The funding competitions for the 2023-24 fiscal year will be announced on the Commission's [Teacher Residency Grant Program](#) page and in the weekly [Professional Services Division \(PSD\) e-News](#).

Information for Applicants – Charter Schools and Charter Management Organizations (CMO)

Applicants from charter schools should note the following regarding eligibility to apply for and to potentially receive a Teacher Residency grant:

- The application must be submitted by a charter school with a CDS Code. It cannot be submitted by a CMO. The applicant charter school may apply as a single school or as the lead applicant for a consortium of charter schools.
- A CMO may partner with the applicant charter school, **but the named charter school must be in the lead role as described in the proposal**. The charter school identified must be the manager of the Teacher Residency Implementation and Expansion Grant Program and can be **assisted** by any of its partners.
- The signature on the cover page must be from an administrator/leader from the applicant charter school with the CDS code. The CEO of a CMO is not an acceptable signer on behalf of the applicant and submission of a signature from a CEO rather than from the applicant charter schools will result in the proposal being deemed ineligible.
- The fiscal agent must be from the charter schools that is submitting the application. The funds for this grant opportunity are Proposition 98 funds and can **ONLY** be distributed to an entity with a CDS code. If the CMO, or other business organization, is listed as the fiscal agent on the cover page, the proposal will be deemed ineligible.

Key Dates in the Application Process

Please note, there are two application deadlines for this RFA. This first due date is a quick turnaround for those programs that are ready now to enroll residents and would like a confirmed award announcement by April 2023. The second due date option is also available for programs that would like to enroll residents for fall 2023. This award announcement will not be made until June 2023.

Timetable for **April 2023** award announcements:

Date	Activity
February 27, 2023	Request for Applications (RFA) issued
March 10, 2023	Written questions about the RFA due to the Commission
March 10, 2023	Intent to Apply due (optional)
March 17, 2023	Responses to written questions posted and distributed
March 31, 2023, by 5:00 PM PT	RFAs must be received by the Commission
April 3 – April 21, 2023	Review of applications
April 24, 2023	Announcement of Grant Awards

Timetable for **June 2023** award announcements:

Date	Activity
February 27, 2023	Request for Applications (RFA) issued
March 24, 2023	Written questions about the RFA due to the Commission
March 24, 2023	Intent to Apply due (optional)
March 31, 2023	Responses to written questions posted and distributed
May 19, 2023, by 5:00 PM PT	RFAs must be received by the Commission
May 22 – June 9, 2023	Review of applications
June 12, 2023	Announcement of Grant Awards

Notice of Intent to Apply

Entities with an interest in responding to this RFA are encouraged to submit a Notice of Intent to Apply ([Appendix B](#)) via email to TeacherResGrants@ctc.ca.gov by **March 10, 2023 or March 24, 2023**. The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFA may be provided, including responses to written questions (see below). Submission of an Intent to Apply form is not a promise or obligation to submit an application, and a lack of submitting an Intent to Apply form does not disqualify or preclude an applicant from submitting an application in response to this RFA.

How to Submit Written Questions about this RFA

Applicants who have questions about information contained in this RFA may submit questions via email with “Teacher Residency Implementation and Expansion Grant Questions” in the subject line **by March 10, 2023 or March 24, 2023**, to: TeacherResGrants@ctc.ca.gov. Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form and will also be posted on the Commission’s website.

Section II: How to Respond to this RFA

Definitions of Terms as Used in this Request for Applications (in alphabetical order)

Term	Definition as Used in this RFA
Cohort	A group of Teacher Residents who share common experiences in coursework and/or other support services while participating in a Teacher Residency program.
Encumbrance	A planned expenditure of grant funds.
Experienced Mentor Teacher	An “experienced mentor teacher” for purposes of the Teacher Residency Implementation and Expansion Grant Program is an educator who meets all of the following requirements: (A) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring. (B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years. (C) Receives specific training for the mentor teacher role and engages in ongoing professional learning and networking with other mentors. (D) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.
Matching Funds	Actual dollars or the in-kind value of services or other expenditures from the grantee’s own resources.
Program Administration Costs	The costs of operating the grant program that may include personnel, facilities, and other related costs to administer the grant program as designed by the grantee LEA or consortium.
Service Obligation	A requirement for Teacher Residency Grant participants to teach for the grantee LEA or consortium for a specified amount of time consistent with the applicable provisions of the Teacher Residency Grant legislation.
Special Education	Refers to all of the Education Specialist credentials.
STEM	Refers to “Science, Technology, Engineering, and Mathematics.” For purposes of the Teacher Residency Implementation and Expansion Grants, the applicable STEM credentials are all the science credentials, including Foundational Level Science; the mathematics credentials, including Foundational Level Mathematics; and Instructional and Technology

Term	Definition as Used in this RFA
Teacher Residency Program	A “Teacher Residency Program” is a program that partners an eligible LEA or consortium with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a [resident] teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.
Teacher Residency Grant Program	A state grant program authorized under the provisions of EC §44415 and §44415.5 that provides funding for the development of teacher residency programs.

Application Process

LEA applicants must partner (Implementation) or already be partnering (Expansion) with one or more Commission-approved preparation programs within a regionally accredited IHE that operates, or is planning to operate, a teacher residency pathway for the proposed credential area(s). The program must be positioned to apply grant funds in the 2023-24 academic year to implement or expand the current partner teacher residency program.

Applicant LEAs in partnership with their collaborating IHE(s) must provide a written response to all items listed in section below titled, “Components to be Addressed in the Applicant’s Response.” This documentation should provide evidence to substantiate that the applicant LEA is currently partnering with a viable teacher residency pathway that meets the requirements of statute and that the applicant LEA or consortium has the capacity to implement or expand the current program along with its partner IHE(s).

Components to be Addressed in the Applicant’s Response

Applicant LEAs, in partnership with their collaborating IHE(s), must provide a narrative response to this RFA as described in the selection criteria below. Responses should be focused, concise, and provide sufficient but not overly extensive information to substantiate how the applicant’s proposed or expanded teacher residency program addresses the specified criteria. In order to be considered, responses must include all of the components indicated. Responses to this RFA must be emailed to the Commission, according to the submission information provided in Section III, no later than **5:00 p.m. PT on March 31, 2023 or May 19, 2023.**

Responses must include a cover page ([Appendix C](#)) that identifies contact persons and the fiscal agent at the LEA entity, including mailing address, CD/CDS code, telephone, and email information.

Important note: *The Commission will use the contact information provided on the cover page as the sole point of contact for each grantee. Please carefully select the individuals who will be responsible for all communications relating to the grant application and, if successful, to the grant program when funded.*

1. Overview of the Teacher Residency Partnership (15 points)

Provide an overview of the teacher residency partnership between the partner IHE(s) in collaboration with the LEA or consortium.

Note: Partner IHE(s) must have a Commission-approved teacher preparation program in the credential area(s) which the proposed Teacher Residency Implementation or Expansion Program will address.

- a) Describe how the local partnership is or will be organized, including what the roles of the applicant LEA and the IHE are or will be within the partnership.
- b) Describe the factors that will make the partnership effective in operating a residency program.
- c) If applying to expand an existing program, indicate evidence of the success of the currently operational residency program in producing fully credentialed teachers for California public schools. If not applying to expand, put n/a.
- d) Provide evidence of authentic partnership between the LEA-IHE (e.g., MOUs, vision statements, mutually developed teacher resident and mentor profiles used for recruitment, aligned training, efforts to reduce duplicative coursework and field work experiences, etc.), as well as additional information on collaboration with other entities essential to a residency model's success (e.g., collective bargaining units to ensure residents are hired, human resource departments to ensure there are enough openings projected to support the number of residents annually, etc.).
- e) Describe how the LEA and IHE academic calendars are or will be aligned to ensure residents will engage in a full year of experience in a mentor's classroom.
- f) Describe the LEA's plan to provide employment opportunities and/or other financial supports to residents outside of grant funding.

2. Local Need for Identified Shortage Areas OR to Diversify the Workforce (10 points)

Describe and provide data to support the local need to expand a current or implement a residency program to prepare new teachers in the identified shortage areas of special education, STEM, Computer Science, TK, Kindergarten, or Bilingual teachers OR to diversify the teacher workforce of the LEA(s) to match the LEA(s) community's diversity.

Complete both pages of [Appendix D](#) to indicate:

- (a) The target number of residents by credential type.
- (b) The schools in which residents would potentially be placed.
- (c) The rationale for the selection of the identified resident placement schools.
- (d) Identification of the partner IHE(s) by residency area.

After completing [Appendix D](#), provide a narrative response to describe and provide data to indicate the local need to implement a teacher residency program or expand on the current teacher residency program in order to prepare teachers for the selected residency areas. Descriptions must include but are not limited to:

- A description of prior efforts to meet local shortage and/or diversity needs and how those needs will be met with the proposed implementation or expansion efforts.
- The plan for determining the appropriate number of residents to ensure there will be an employment opportunity for each resident to fulfill the mandated four-year service commitment.

3. The Teacher Residency Program to be Implemented (15 points)

Provide an overview of the proposed teacher residency program to be operated by the LEA in partnership with the eligible collaborating IHE(s). The overview should address each of the following elements:

- a) Provide the annual target number of candidates for the program, how they would be recruited and enrolled in the Teacher Residency Implementation or Expansion Grant Program.
- b) Provide the month and year that the program would begin.
- c) Describe the current focus of the residency program (implementation) or how the residency program would expand (expansion) to any additional allowable credential areas.
- d) Describe how the proposed Teacher Residency Implementation or Expansion Grant Program would build on/supplement but not supplant either the current teacher residency program or local/IHE efforts.
- e) Provide the number of mentor teachers needed to implement or expand the proposed residency program. If expanding, indicate how many mentor teachers are currently working with the existing residency program.
- f) Describe how the residency program will utilize existing structures to recruit, select, and train new mentors.
- g) Describe how consistency and coherence will be assured across multiple school sites, content areas, and school administrations.
- h) Describe how the LEA and IHE partners will collaborate to eliminate duplicative coursework and fieldwork experiences.
- i) If TK/K resident enrollment is a goal identified in the application, describe how the proposed residency model will support the LEA's efforts in the expansion to universal prekindergarten (UPK). If TK/K resident enrollment is not a goal of the application, then put n/a.
- j) If applicable, describe any modifications and/or improvements to the currently operating teacher residency program that would be implemented within the Teacher Residency Implementation or Expansion Grant Program and the rationale for these modifications/improvements. If not applicable, put n/a.

Note: In responding to this section of the criteria, applicants should review the Key Characteristics of an Effective Residency Program ([Appendix J](#)).

4. Key Program Personnel and Shared Program Governance (5 points)

Provide a chart or graphic that identifies the management staff/faculty from both the LEA/consortium and the IHE(s) who will be responsible for the shared overall management of the Teacher Residency Implementation and Expansion Grant.

At a minimum, identify which staff/faculty (including name, position title, roles and responsibilities, and the full time equivalent (FTE) of each position) who will be responsible for:

- a) The overall management of the grant, including institutional oversight and reporting.
- b) The fiscal management of the program.
- c) Assuring that the Teacher Residency Implementation and Expansion Grant functions as a consistently shared responsibility between the LEA or consortium and the partner IHE(s).

Note: FTEs should reflect the percentage of each staff member's time that is dedicated to the teacher residency program.

In addition to the chart/graphic, identify other key staff who may not have direct program administration responsibilities but who will have important roles in implementing the Teacher Residency Implementation and Expansion Grant Program. For example, these other key staff could include individuals serving within the program such as mentor teachers, co-teachers, professional learning community leaders/organizers, and others whose services and contributions are or will be critical to the successful implementation of the expanded program. Broad constituency involvement is encouraged and is a best practice as LEA and IHE partnerships consider the structure and sustainability of a teacher residency program. Representatives from groups such as Human Resources staff, LEA leadership, site administrators, union leadership, etc., should participate in designing an innovative staffing plan that includes hiring of residents and a plan to retain them. (Per authorizing legislation, see [\(i\)\(j\) of Appendix A.](#))

5. Sustainability (10 points)

Describe the plan for assuring program sustainability once grant funding sunsets. This plan should identify the staff member(s) responsible and funding sources for program sustainability. To prepare the response to this question, applicants may wish to review information on best practices for teacher residency sustainability including this [report](#) published by Bank Street and the Learning Policy Institute.

6. Data Collection & Reporting, Assurances, and Partnership Agreements (10 Points)

Complete both pages of [Appendix E](#), which requires applicants to provide an assurance that, if funded, they will respond to the Commission's requirements for data collection, evaluation, and reporting, as listed below and as required by statute.

After completing [Appendix E](#), submit a narrative response describing processes to collect, analyze, report, and use data regarding the outcomes of the teacher residency program(s).

Note: The list below of required data is provided **for information and planning purposes only. These data categories may change as a result of any future legislation concerning the Teacher Residency Grants.**

- a) The number of residents proposed to be trained in the designated shortage fields specified in Appendix A(c)(1)(A&B).
- b) The range of total financial support provided to residents, such as stipends or tuition support.
- c) The average per-resident costs of the program, including matching funds provided by the grantee and sources of these funds.
- d) Information regarding the effectiveness of the Teacher Residency Grant Program in recruiting, developing support systems for, and retaining the residency program completers.
- e) The percentage of program participants who complete the residency program and earn a preliminary teaching credential.
- f) The extent to which program graduates are teaching in high-need subjects and locations.
- g) The number and percentage of program graduates who teach in the subject area matching the credential earned and the clinical placement of the residency program.
- h) The number and percentage of program graduates who teach in a school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.
- i) The extent to which program graduates increase the diversity of the grant recipient's workforce, including the number and percentage of program graduates who are members of traditionally underrepresented groups.
- j) Teacher retention rates for program graduates within the LEA grant recipient.
- k) Residency program graduate achievement on the Teaching Performance Assessment (TPA).
- l) The percentage of program participants who complete induction and earn

- a clear teaching credential.
- m) Results from candidate and program graduate surveys of the quality of preparation they received.
- n) Best practices found to be effective in implementing the program.
- o) Factors promoting or hindering program implementation.
- p) Lessons learned in order to inform future investments in residency programs.

7. Budgets and Budget Narratives, Including Matching Funds (10 points)

Note: Applicants should keep in mind the intent of the authorizing legislation is to provide funding based on a total allowable grant-funded expenditure of \$25,000 per participating resident. The funds are intended to provide a maximum of direct services and/or related services that directly benefit the participating residents.

With that priority in mind, applicants may budget up to five percent (5%) of their grant award for program administration as well as a locally determined percentage of grant funding from the program staff costs category. Applicants may also choose to use any percentage of matching funds to provide for additional program administration services uncovered by program administration and staff cost funding. Authorizing legislation requires an 80% LEA match to grant funds (i.e., \$0.80 district funds per every one grant dollar).

Directions for Responding to the Budget Criteria

Applicants should refer to the Budget Definitions ([Appendix F](#)) to prepare the proposed budget and narrative response to this item. Working collaboratively with their IHE partner(s), provide a budget **for the first fiscal year** of the proposed Teacher Residency Implementation or Expansion Grant program using [Appendix G](#). The annual budget will be used to determine the overall grant award for encumbrance before June 30, 2026.

Provide a budget narrative explaining how each of the costs provided in [Appendix G](#) was determined/calculated for both the grant funds and the matching funds. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing the Teacher Residency Implementation and Expansion Grant when determining costs to be funded by the grant funds and costs to be funded by the matching funds.

8. Statutory Priority Points (10 Points)

Complete and submit the Statutory Priority Points form found in [Appendix H](#). Authorizing statute states that priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit specific characteristics as listed on [Appendix H](#).

9. IHE Partnership Letter(s) (10 points)

Each IHE partner named in this application must submit a letter demonstrating their commitment to the partnership and implementation or expansion of the residency pathway with the LEA. Letters must be attached for all existing and newly proposed partner IHEs.

Required elements of the letter are:

- a) A description of shared recruitment efforts including how the resident applicants will be informed of and agree to all elements of the teacher residency program, including the four-year service commitment.
- b) The name(s) of the commission-approved credential program(s) (e.g., Education Specialist, multiple subject, single subject, etc.) included in the teacher residency program. If the residency program will include Education Specialist credential programs, indicate the specific credential areas (e.g., Mild to Moderate Support Needs, Extensive Support Needs, etc.) to be included in the residency program.
- c) A description about how the IHE is positioned to support a cohort model including a plan for how the IHE will group teacher candidates in cohorts to facilitate professional collaboration among residents.
- d) Identify IHE staff by name and title who will:
 - Be the main contacts for the Teacher Residency Program.
 - Be responsible for assisting the LEA or consortium in the Teacher Residency Implementation Grant Program annual reporting.
 - Work with the LEA to monitor credential requirements.
 - Be submitting recommendations for preliminary credentials.

10. Grant Stewardship and Accreditation Status (5 points)

Complete and submit the Past Grant Awards and Accreditation Status form ([Appendix I](#)), which requires applicant LEAs to indicate whether or not the applicant LEA and/or the proposed partner IHE have been awarded state-funded grants administered by the Commission. It also requires the applicant LEA to indicate the LEA's accreditation status (if applicable), the accreditation status of the proposed partner IHE, and the Commission-approved Induction program residents will complete.

Grant Stewardship

State-funded grant competitions have been readily available since 2016, and as recently as 2023. LEA applicants applying for this grant opportunity will be assessed on appropriate stewardship of past grant awards. The degree to which LEA applicants/IHE partners who previously received Commission-administered grants have repeatedly missed reporting deadlines, have not responded to Commission staff emails/calls, have not informed the Commission of program leadership changes, have used grant funds outside of the approved grant program approved categories, or otherwise exhibited poor stewardship of grant funds will be considered for grant funding decisions. Past stewardship of state-funded grants administered by the Commission may affect whether or not the LEA will be awarded grant funds.

Accreditation Status

As accreditation is a step in an institution's continuous improvement process, applications will not be affected negatively if LEA applicants/IHE partners have an accreditation finding of "Accreditation with Stipulations." It is important to the Commission that applicant LEAs know the accreditation status of all partners included in the Teacher Residency grant program and consider that status when developing a partnership for the grant program.

Summary Review of the Selection Criteria

Application Component	Maximum Points
1. Overview of the Teacher Residency Partnership	15
2. Local Need for Identified Shortage Areas OR to Diversify the Workforce (include Appendix D)	10
3. Teacher Residency Program to be Implemented or Expanded	15
4. Key Program Personnel and Shared Program Governance	5
5. Sustainability	10
6. Data Collection, Evaluation Reporting, and Partnership Agreements (include Appendix E)	10
7. Budgets and Budget Narratives for the First Program Year (include Appendix G)	10
8. Statutory Priority Points – Appendix H	10
9. IHE Partnership Letter(s)	10
10. Grant Stewardship and Accreditation Status – Appendix I	5
Total Points Possible	100

Section III: Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for a Teacher Residency Implementation and Expansion Grant must submit an electronic copy of the entire grant application. **Please combine all required elements of the application into one PDF document**, in this order:

- Appendix C, Cover Page and Contact Information
- Component 1. Overview of the Teacher Residency Partnership Narrative
- Component 2. Local Need for Identified Shortage Areas OR to Diversify the Workforce Narrative
- Appendix D – Program Summary (2 pages)
- Component 3. The Teacher Residency Program to be Implemented Narrative
- Component 4. Key Program Personnel and Shared Program Governance Chart/Graphic
- Component 5. Sustainability Narrative
- Component 6. Data Collection & Reporting, Assurances, and Partnership Agreements Narrative
- Appendix E – Assurance Statements and Partnership Agreements (2 pages)

- Component 7. Budgets and Budget Narratives, Including Matching Funds
- Appendix G – Budget Overview Form (3 pages)
- Component 8. Statutory Priority Points – Appendix H
- Component 9. IHE Partnership Letter(s)
- Component 10. Grant Stewardship and Accreditation Status - Appendix I

All emailed applications must be received at the Commission by **5:00 p.m. PT on March 31, 2023, or May 19, 2023**. Applications not received as noted will not be accepted, reviewed, or evaluated. The commission no longer requires paper copies of applications to be submitted.

Email the electronic copy to TeacherResGrants@ctc.ca.gov. Commission staff will send an email confirming receipt of each submitted application. If an applicant does not receive a confirmation email, the Commission has not received the application.

Format and Length of the Application

Applications should be formatted to 8 ½ x 11 pages, with one-inch margins on all sides, using a font of not less than 12 point. Pages may be double or single spaced. **The suggested maximum length of an application is not more than 30 double spaced or 15 single spaced pages, not including appendices.** Conciseness and brevity are appreciated to the extent possible.

Application Review and Award Processes

Applications received by the submission deadline will be reviewed first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that meet the initial technical compliance screening will then be read by a team of Commission staff members.

A recommendation for awarding the grants will be made to the Executive Director and will result in a grant award letter from the Commission and grant acceptance conditions to be signed and returned by each grantee. Further information about the grant process will then be provided to grantees.

Funding Considerations

Grantees will be expected to make appropriate yearly progress in implementing their expanded residency model, resulting in an increase in the number of teacher resident candidates and according to the operational plan provided in the funded application. Applicants should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data when reports are requested by Commission staff. Failure to comply with funding terms or reporting requirements could put future funding opportunities at risk.

Funds to grantees will be distributed in two payments each fiscal year; 90 percent (90%) of the annual budget amount will be sent first and the second payment of 10 percent (10%) of the annual budget amount will be provided to grantees after the program has complied with annual reporting requirements. An end of year budget form and program report will be collected annually and will be subject to Commission review and approval. Any unspent or unencumbered funds in a

given fiscal year will affect the following year's budget disbursement such that the next year disbursement will be adjusted to include funds that had not been spent or encumbered during the previous year.

Note: Each resident may only receive a maximum of a one-time \$25,000 support from the grant funds.

Fillable RFA Appendices

Appendix A Authorizing Legislation Teacher Residency Implementation and Expansion Grant

Section 45:

Section 44415.5 is added to the Education Code, to read:

44415.5.

(a) For purposes of this section, the following definitions apply for the Teacher Residency Grant Program:

(1) “Experienced mentor teacher” means an educator who meets all of the following requirements:

- (A) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring.
- (B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.
- (C) Receives specific training for the mentor teacher role, and engages in ongoing professional learning and networking with other mentors.
- (D) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.

(2) “Teacher residency program” is a grant applicant-based program that partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.

(b) For the 2021–22 fiscal year, the sum of three hundred fifty million dollars (\$350,000,000) is hereby appropriated from the General Fund to the commission for the Teacher Residency Grant Program to support teacher residency programs that recruit and support the preparation of teachers pursuant to this section. This funding shall be available for encumbrance until June 30, 2026.

(c) (1) The commission shall make one-time grants to grant applicants to establish new teacher residency programs, or expand, strengthen, or improve access to existing teacher residency programs that support either of the following:

- (A) Designated shortage fields, including special education, bilingual education, science, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, and any other fields identified by the commission based on an annual analysis of hiring and vacancy data.
- (B) Local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local educational agency community’s diversity.

(2) Grant recipients shall work with one or more commission-accredited teacher preparation programs and may work with other community partners or nonprofit organizations to develop and implement

programs of preparation and mentoring for resident teachers who will be supported through program funds and subsequently employed by the sponsoring grant recipient.

(3) A grant applicant may consist of one or more, or any combination, of the following:

- (A) A school district.
- (B) A county office of education.
- (C) A charter school.
- (D) A regional occupational center or program operated by a joint powers authority or a county office of education.

(d) Grants allocated pursuant to subdivision (c) shall be up to twenty-five thousand dollars (\$25,000) per teacher candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient at a rate of 80 percent of the grant amount received per participant, as described in subdivision (f). Residents are also eligible for other forms of federal, state, and local educational agency financial assistance to support the cost of their preparation. Grant program funding shall be used for, but is not limited to, any of the following:

- (1) Teacher preparation costs.
- (2) Stipends for mentor teachers, including, but not limited to, housing stipends.
- (3) Residency program staff costs.
- (4) Mentoring and beginning teacher induction costs following initial preparation.

(e) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(f) A grant recipient shall provide a match of grant funding in the form of one or both of the following:

- (1) Eighty cents (\$0.80) for every one dollar (\$1) of grant funding received per participant, to be used in a manner consistent with allowable grant activities pursuant to subdivision (d).
- (2) An in-kind match of program director personnel costs, mentor teacher personnel costs, or other personnel costs related to the Teacher Residency Grant Program, provided by the grant recipient.

(g) Grant recipients shall do all of the following:

(1) Ensure that candidates are prepared to earn a preliminary teaching credential that will authorize the candidate to teach either in a designated shortage field or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) upon completion of the program.

(2) Ensure that candidates are provided instruction in all of the following:

- (A) Teaching the content area or areas in which the teacher will become certified to teach.
- (B) Planning, curriculum development, and assessment.
- (C) Learning and child development.
- (D) Management of the classroom environment.
- (E) Use of culturally responsive practices, supports for language development, and supports for serving pupils with disabilities.
- (F) Professional responsibilities, including interaction with families and colleagues.

(3) Provide each candidate mentoring and beginning teacher induction support following the

completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching at no cost to the candidate.

(4) Prepare candidates to teach in a school within the jurisdiction of the grant recipient in which they will work and learn the instructional initiatives and curriculum of the grant recipient.

(5) Group teacher candidates in cohorts to facilitate professional collaboration among residents, and ensure candidates are enrolled in a teaching school or professional development program that is organized to support a high-quality teacher learning experience in a supportive work environment.

(h) To receive a grant, an applicant shall submit an application to the commission at a time, in a manner, and containing information prescribed by the commission.

(i) When selecting grant recipients, the commission shall do both of the following:

(1) Require applicants to demonstrate a need for teachers in one or more designated shortage fields or for the purposes described in subparagraph (B) of paragraph (1) of subdivision (c), and to propose to establish a new, or expand, strengthen, or improve access to an existing, teacher residency program that recruits, prepares, and supports teachers to teach in either one or more such fields or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) in a school within the jurisdiction of the sponsoring grant applicant.

(2) Give priority consideration to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both of the following characteristics:

(A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.

(B) A school that is located in either a rural location or a densely populated region.

(j) A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. A candidate who fails to earn a preliminary credential or complete the period of the placement shall reimburse the sponsoring grant recipient the amount of grant funding invested in the candidate's residency training. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient. A candidate shall have five school years to complete the four-school-year teaching commitment.

(k) If a candidate is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:

(1) The candidate has completed at least one-half of the school year.

(2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.

(3) The candidate was not able to teach due to the financial circumstances of the sponsoring grant

recipient, including a decision to not reelect the employee for the succeeding school year.

(4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.

(5) The candidate was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

(l) For purposes of administering the grant program pursuant to subdivision (c), the commission shall do all of the following:

(1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.

(2) Require grant recipients to submit program and expenditure reports, as specified by the commission, as a condition of receiving grant funds.

(3) Annually review each grant recipient's program and expenditure reports to determine if any candidate has failed to meet their commitment pursuant to subdivision (j).

(m) If the commission determines or is informed that a sponsored candidate failed to earn a preliminary credential or meet their commitment to teach pursuant to subdivision (j), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the candidate and the grant recipient. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at the sponsoring grant recipient.

(n) Upon confirming the amount to be recovered from the grant recipient pursuant to subdivision (m), the commission shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the commission. If the grant recipient fails to make the required payment within 60 days, the commission shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the commission from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution. If the grant recipient is a regional occupational center or program operated by a joint powers authority that does not receive a principal apportionment or apportionments of state funds, or a consortia of local educational agencies, the commission shall notify the Controller of the local educational agency where the candidate taught and the Controller shall deduct the amount owed from the applicable local educational agency's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

(o) An amount recovered by the commission or deducted by the Controller pursuant to subdivision (n) shall be deposited into the Proposition 98 Reversion Account.

(p) Grant recipients may recover from a sponsored candidate who fails to earn a preliminary credential or complete the period of placement the amount of grant funding invested in the candidate's residency training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient.

(q) Grant recipients shall not charge a teacher resident a fee to participate in the Teacher Residency Grant Program.

(r) (1) Notwithstanding subdivision (c), the commission may allocate up to twenty-five million dollars (\$25,000,000) of the amount appropriated pursuant to subdivision (b) to capacity grants that shall be awarded on a competitive basis to local educational agencies or consortia, as designated pursuant to this section, partnering with regionally accredited institutions of higher education to expand, strengthen, improve access to, or create teacher residency programs that lead to more credentialed teachers to teach either in shortage fields or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c).

(2) (A) The commission shall determine the number of capacity grants to be awarded and the amount of the applicable grants.

(B) Individual capacity grants shall not exceed two hundred fifty thousand dollars (\$250,000) per grant recipient.

(s) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (b) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2020–21 fiscal year.

SEC. 46.

Section 44417.5 is added to the Education Code, to read:

44417.5.

The commission shall conduct an evaluation of the Teacher Residency Grant Program described in Section 44415.5 to determine the effectiveness of this program in recruiting, developing support systems for, and retaining teachers prepared to teach either in commission-designated shortage areas or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) of Section 44415.5, and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature on or before December 1, 2027.

Appendix B Intent to Apply (Optional) Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix B](#) is available on the Commission’s Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

As indicated by the signature of the Superintendent or authorized administrator, it is the intent of the institution identified below to apply for a Teacher Residency Implementation or Expansion Grant to address the shortage of special education, STEM, computer science, TK, kindergarten, and/or bilingual education teachers and to diversify the teacher workforce to reflect the LEA’s community. The institution understands that this optional Intent to Apply must be received by the Commission **by March 10, 2023, or March 24, 2023**, and that submission of this form does not require or otherwise obligate the institution to submit an application to the Commission. Applicants may submit proposals to the Commission without submitting an intent form; however, those who submit an intent form will be emailed any additional information regarding the application process that may become available. A scanned copy of the signed Intent to Apply form may be emailed to TeacherResGrants@ctc.ca.gov

LEA:	
Printed name of Signatory:	
Title of Signatory:	
Signature: <i>electronic signatures are acceptable:</i>	
Date:	
Consortium application?	Yes* No

*If Yes, indicate below all LEA consortium members and CD/CDS codes

Appendix C
Application Cover Page and Contact Information
Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix C](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

<i>This form should be the cover page to the application submitted to the Commission.</i>
--

LEA Applicant Information

Name of LEA Applicant:		
Mailing Address:		
City:	State:	Zip:
CD/CDS Code:		

LEA Contact Information – Person authorized to sign grant award agreement

Name of LEA Signatory:
Title:
Telephone number:
Email address:

LEA Contact Information – Person responsible for day-to-day grant management

Name of LEA Contact Person:
Title:
Telephone number:
Email address:

LEA Fiscal Agent Information – Person responsible for grant budget oversight

Name of Fiscal Agent:		
Title:		
Agency:		
Mailing Address:		
City:	State:	Zip:
Telephone Number:		
Email address:		

Is this a consortium application? Yes ☐ No ☐

Appendix D

Program Summary, Page 1 of 3

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix D](#) is available on the Commission’s Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: Fill in this form as applicable to the Teacher Residency Implementation and Expansion Grant.

Note: You may select any number of the residency programs listed below. This form may be expanded if additional pages are needed.

Estimate the target number of residents and the proposed per resident spending by credential or program type. Applicants may include a range of residents to be placed at an individual school site (e.g. 2-4 residents per year at XYZ school) as long as the sum of the maximum numbers in each range is equal to the total residents projected in the first table on this appendix.

Projected residents should be counted only once on this table. For example, a program intending to recruit ten residents per year who are working toward an Education Specialist teaching credential and who may diversify the LEA’s teacher workforce will place the number 10 in the row titled “Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Special Education.”

Residency Area	Targeted Number of Residents Annually	Proposed Amount of Grant Funds Per Resident
Special Education		
Special Education with Bilingual Authorization		
Single Subject in a STEM Area		
Single Subject in a STEM Area that Authorizes Teaching of Computer Science		
Single Subject in a STEM Area with Bilingual Authorization		
Single Subject Non-STEM with Bilingual Authorization		
Multiple Subject (to teach in TK or Kindergarten)		
Multiple Subject with Bilingual Authorization		
Dual Credential Please specify the two credentials below:		
Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Special Education		
Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Multiple Subjects with or without added authorizations		

Residency Area	Targeted Number of Residents Annually	Proposed Amount of Grant Funds Per Resident
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Single Subjects with or without added authorizations		

Appendix D
Program Summary, Page 3 of 3
Teacher Residency Implementation and Expansion Grant

1. LEA(s) and school sites where the residents would be placed. Please add rows if needed.

Applicants may include a range of residents to be placed at an individual school site (e.g., 2-4 residents per year at XYZ school) if the sum of the maximum numbers in each range is equal to the total residents projected in the first table on this appendix.

LEA(s)	School(s) for Resident Placement	Number of Residents Annually	Residency Area

2. Provide the rationale for the selection of the identified resident placement school(s):

--

3. Partner IHE(s) for the Teacher Residency Implementation and Expansion Grant

Partner IHE	Residency Area

Appendix E

Assurance Statements and Partnership Agreements, Page 1 of 2

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix E](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

The Residency Program Assures the Commission that if awarded grant funding:

1. All residents will teach at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, **for at least one full school year** while engaging in initial preparation coursework. ([Appendix A \(a\)\(2\)](#))
2. It is the responsibility of the Commission-approved teacher preparation program offered at the regionally accredited IHE to enroll the candidate in the program and to recommend a resident for the preliminary teaching credential once all requirements have been met.
3. Grantee LEAs or consortiums agree to prepare residents to teach and eventually be hired in a school within the jurisdiction of the grant recipient.
4. All residents agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for a period of **at least four school years** beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. ([Appendix A \(j\)](#))
5. Each resident employed by the grantee LEA will receive mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching **at no cost to the candidate**. ([Appendix A \(g\)\(3\)](#))
6. The LEA and IHE will cooperatively comply with annual reporting requests including but not limited to:
 - a. Teacher Residency Implementation and Expansion Grant Program Annual Report– the report template is available upon request.
 - b. The Teacher Residency Implementation and Expansion Grant Program Projections Report- the report template is available upon request.
 - c. Results from candidate and program graduate surveys of the quality of preparation they received.
 - d. Best practices found to be effective in implementing the program.
 - e. Factors promoting or hindering program implementation.
 - f. Lessons learned in order to inform future investments in this type of program.

Appendix E

Assurance Statements and Partnership Agreements, Page 2 of 2

Teacher Residency Implementation and Expansion Grant

Administrative Approval from both the Superintendent or Authorized Administrator of the Applicant Local education agency (LEA) and the Authorized Administrator of the Applicant IHE Partner:

****It is expected that if the application represents a consortium, ALL LEA partners will each sign an agreement, including partner LEAs within a county office of education.***

By signing below, I affirm that:

1. I have thoroughly read all portions of this application including the assurance statements included on this form.
2. All statements and data contained in this application are accurate.
3. If awarded a Teacher Residency Implementation and Expansion Grant, the LEA agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion **1-10 in Section II** of this application.

Name of Signatory:	
Title of Signatory:	
LEA Signatory Represents:	
Signature: Electronic signatures are acceptable	
Date:	

Administrative Approval from an Authorized Administrator of the Applicant's IHE Partner(s)

****Please add rows as necessary if the application represents multiple IHE partners.***

****It is expected that EACH IHE partner will sign an agreement.***

By signing below, I affirm that:

1. I have thoroughly read all portions of this application including the assurance statements included on this form.
2. All statements and data contained in this application are accurate.
3. If awarded a Teacher Residency Implementation and Expansion Grant, the IHE agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion **1-10 in Section II** of this application.

Name of Signatory:	
Title of Signatory:	
IHE Signatory Represents:	
Signature: Electronic signatures are acceptable	
Date:	

Appendix F

Budget Definitions

Teacher Residency Implementation and Expansion Grant

Directions: Use the budget definitions below to inform entries on the Budget Overview Form (Appendix G.)

Mentor Teacher Professional Development/Training: Use this line item for costs relating to training and/or providing professional development for teachers who will serve as Mentor teachers to the residents co-teaching in their classrooms.

Mentor Teacher Stipends: Use this line item for costs relating to providing stipends to Mentor teachers for preparing for their work with the residents in the program.

Mentor Teacher Release Time: Use this line item for costs relating to providing release time to Mentor teachers for preparing for their work with the residents in the program.

Teacher Preparation Costs (Tuition, Fees, Books, etc.): Use this line item for costs relating to the tuition, fees, and books for residents in the partner IHE teacher preparation program.

Salary/Stipends for Residents: Use this line item for funds provided to residents for salaries and/or stipends for living expenses.

Faculty Stipends: Use this line item for funds provided to IHE faculty as stipends for their work in the Teacher Residency Implementation and Expansion Grant Program.

Faculty Release Time: Use this line item for funds provided to IHE faculty as release time for their work in the Teacher Residency Implementation and Expansion Grant Program.

Examination Fees for Residents: Use this line item for payments on behalf of residents and/or reimbursements to residents for registration fees for examinations required to earn a preliminary credential.

Induction Support for Residents who complete the Program: Use this line item for Induction costs for residents who complete the Teacher Residency Implementation and Expansion Grant Program.

Residency Program Staff Costs: Use this line item for a locally determined proportion of the costs relating to management and administration of the Teacher Residency Implementation and Expansion Grant Program not otherwise covered by the Program Administration line item or by grantee matching funds.

Program Administration: Use this line item for costs relating to management and administration of the Teacher Residency Implementation and Expansion Grant Program. Note that there is a five percent (5%) cap on grant funds used for program administration purposes but no cap on the amount of matching funds used for program administration purposes.

Other: Add any additional line items with associated expenditures. For any added category, provide a narrative explanation of the category and how the related costs were determined.

Indirect Costs: Applicants may claim indirect costs as part of their matching funds, but not as part of the use of grant funds. Indirect costs may be claimed at the district negotiated indirect cost rate per the California Department of Education. IHEs that may be partnering with the LEA for the Teacher Residency Implementation and Expansion Grant will need to discuss their indirect cost matching funds allocations with their LEA partner(s).

Supplement vs. Supplant: grant funds are to supplement and not supplant existing funding or efforts including costs otherwise necessary to operate a school or program without this grant. State funds cannot be used to acquire equipment for administrative or personal use.

Appendix G

Budget Overview Form, Page 1 of 3

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix G](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: For each teacher residency program component listed in the narrative descriptions of this application, please indicate the number of intended Teacher Residency Implementation and Expansion Grant Program residents to be supported by that component, and whether the activity will be funded through grant funds and/or local matching funds, as applicable to each component. Use the blank spaces in the table below to add any additional components or services not listed. All categories of planned grant funds expenditures must also be detailed in the budget narrative.

Information regarding Indirect Costs: Applicants may claim indirect costs as part of their matching funds, but not as part of the use of grant funds. Indirect costs may be claimed at the district negotiated indirect cost rate per the California Department of Education. IHEs that may be partnering with the LEA for the Teacher Residency Implementation and Expansion Grant will need to discuss their indirect cost matching funds allocations with their LEA partner(s).

Reminders and Definitions:

1. The budget submitted on this form must not exceed \$25,000 per resident.
2. Authorizing legislation requires an 80% LEA match to grant funds (\$0.80 district funds per every one grant dollar).
3. Once an application has been approved and a grant award has been disbursed, an LEA or consortium may not alter the list of approved grant funded categories.
4. **Actual Matching Funds** are payments (stipends, release time) or reimbursements made directly from the LEA's accounts.
5. **In-Kind Matching Funds** are costs or portions of costs of services, materials, labor (personnel), equipment, etc. that are provided instead of cash disbursements to a recipient or program.
6. Residents are also eligible for other forms of federal, state, and LEA financial assistance to support the cost of their preparation.

Appendix G
Budget Overview Form, Page 2 of 3
Teacher Residency Implementation and Expansion Grant

Grant Funds

Program Component	Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
Mentor Teacher Professional Development/ Training			
Mentor Teacher Stipend (this may include housing stipends)			
Mentor Teacher Release Time			
Teacher Preparation Costs (Tuition, Fees, Books, etc.)			
Salary/Stipend for Residents (this may include housing stipends)			
IHE Faculty Stipends			
IHE Faculty Release Time			
Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)			
Induction Support for Residents who Complete the Program			
Residency program staff costs			
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)			
Other (describe below)			
TOTALS			

Appendix G
Budget Overview Form, Page 3 of 3
Teacher Residency Implementation and Expansion Grant

Matching Funds

Program Component	Actual Matching Funds	In-Kind Matching Funds	Total Matching Funds
Mentor Teacher Professional Development/ Training			
Mentor Teacher Stipend (this may include housing stipends)			
Mentor Teacher Release Time			
Teacher Preparation Costs (Tuition, Fees, Books, etc.)			
Salary/Stipend for Residents (this may include housing stipends)			
IHE Faculty Stipends			
IHE Faculty Release Time			
Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)			
Induction Support for Residents who Complete the Program			
Residency program staff costs			
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)			
Other (describe below)			
TOTALS			

Appendix H

Statutory Priority Points

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix H](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Authorizing statute states that priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both characteristics listed below.

Directions: Indicate if the applicant LEA or consortium qualifies for any of the following statutory priority points:

1. **Applicant LEA or consortium has a commitment to increasing diversity in the teaching workforce.**

- ☐ Yes
☐ No

If "Yes," provide a link to published statements or policies reflecting the commitment to diversity and/or for addressing demographic gaps between students and teachers.

2. **Applicant LEA or consortium has one or more schools where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals.**

- ☐ Yes
☐ No

If "Yes," provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

3. **Applicant LEA or consortium has a school that is located in either a rural location or a densely populated region.**

- ☐ Yes
☐ No

If "Yes," provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

4. **Applicant LEA or consortium has a higher percentage than other applicants of unduplicated pupils as defined in Section 42238.02.**

Indicate the percentage of unduplicated pupils in the applicant LEA or consortium. Applicant responses will be compared during the technical review process by Commission staff.

Appendix I

Grant Stewardship and Accreditation Status

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix I](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Section I - Past Grant Stewardship

In the table below, list the names of all state-funded Commission-administered grants that have been awarded to the LEA, any LEA member listed in a consortium, and any of the IHE partners named in the application. Commission administered grants include:

- Teacher Residency Grant Program
- Classified School Employee Teacher Credentialing Program
- Local Solutions to the Shortage of Special Education Teachers Grant
- Integrated Undergraduate Teacher Preparation Grants

Important note: if applicants and IHE partners have never received a grant award, enter N/A in each column of the first row of the table.

*Please add rows as necessary.

LEA or IHE Name	Commission-Administered Grant Awarded	Academic Year of Grant Award

Section II – Accreditation Status

In the table below, enter the current accreditation status of each Commission-approved institution (LEA, IHE) - including induction programs - named in the application. For assistance in completing this table, refer to the [Accreditation Report](#) page on the Commission's website.

*Please add rows as necessary.

LEA or IHE Name	Commission-Approved Teacher Preparation Program	Accreditation Decision (awarded to the unit)	Date of the Accreditation Report	Commission-Approved Teacher Induction Program

Appendix J

Key Characteristics of an Effective Residency Program

Teacher Residency Implementation and Expansion Grant



CALIFORNIA TEACHER
RESIDENCY LAB

The [California Teacher Residency Lab](#) (Lab), hosted by the [CDE Foundation](#), is a learning community where clinically rich teacher residency program grantees learn from one another and experts, strengthen their intra-program partnerships, and engage in formal and informal networking to support continuous improvement.

The foundation of The Lab's work is rooted in the support teacher residency programs receive in research-based characteristics necessary to create and maintain high-quality and sustainable teacher residency programs.

The Lab is open to all CTC teacher residency grantees, including residency, expansion, and capacity grants. Contact residencylab@cdefoundation.org to learn more.

Characteristics of an Effective California Teacher Residency Program

1. Equity and justice are defined and advanced at all levels of residency work.
2. Authentic partnerships between local educational agencies (LEAs), accredited credentialing institutions, Institutes of Higher Education (IHEs) such as CSUs, and other organizations (e.g., collective bargaining entities and community organizations) are included.
3. The residency system is financially sustainable.
4. Formative and outcome data are collected, analyzed, and used for continuous improvement.
5. Specific hiring needs are defined and filled each year with the recruitment of resident candidates who reflect the district's and community's unique diversity.
6. Residents engage in a full year of clinical practice teaching alongside an accomplished mentor teacher.
7. Coursework and professional learning opportunities are tightly integrated with clinical practice.
8. All residents are mentored by accomplished mentor teachers who reflect their district's and community's unique diversity.
9. Clusters of mentors and residents support and learn from one another at residency partners "teaching schools."
10. Residency graduates are supported to continue their professional learning and develop as leaders.

*These characteristics are informed by research conducted by the [Learning Policy Institute](#) and the [National Center for Teacher Residencies](#).

Appendix K
Commission on Teacher Credentialing
Program Sponsor Alert (PSA 21-03)
Date: March 11, 2022

SUBJECT: AB 320 IMPACT ON PRELIMINARY MULTIPLE SUBJECT, SINGLE SUBJECT, AND EDUCATION SPECIALIST EDUCATOR PREPARATION PROGRAMS

Summary:

This Program Sponsor Alert (PSA) clarifies several changes to the California Education Code as a result of [Assembly Bill 320](#) (Chap. 663, Stats. 2021) and its impact on the preliminary multiple subject, single subject, and education specialist credential programs.

Key Provisions:

On October 8, 2021, the Governor signed [AB 320](#). Effective January 1, 2022, AB 320 made changes to numerous provisions of the Education Code with respect to teacher preparation. Among its many provisions, it clarified that an individual who earned a bachelor's degree at an institution of higher education that was in the process of gaining full regional accreditation is eligible to enter a teacher education program and earn their credential.

Further, the law now defines "regionally accredited" – as it applies to institutions of higher education with teacher preparation programs – in one of two ways. "Regionally accredited" can refer to an institution that has been accredited by the Accrediting Commission for Senior Colleges and Universities, the Western Association of Schools and Colleges, the Higher Learning Commission, the Middle States Commission on Higher Education, the Northwest Commission on Colleges and Universities, the New England Commission of Higher Education, or the Southern Association of Colleges and Schools Commission on Colleges. "Regionally accredited" can also refer to an institution of higher education that held pre-accreditation status at the time the degree of an applicant for a credential was conferred if that institution achieved full accreditation status within five years of earning pre-accreditation status. It also defines "regionally accredited" to include community or junior colleges that confer baccalaureate degrees and are regionally accredited by one of the seven accrediting agencies mentioned above or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

Education Code Section 44259 defines the requirements for the preliminary multiple subject, single subject, and the education specialist credential. AB 320 made changes to Education Code Section 44259.1 (d) (1) governing preliminary multiple subject, single subject, and education specialist programs, as follows:

(d) A postbaccalaureate program of professional preparation may only be offered by a regionally accredited institution of higher education. These programs shall enable candidates for teaching credentials to commence and complete professional preparation after they have completed baccalaureate degrees at regionally accredited institutions of higher education. The development and implementation of a postbaccalaureate program of professional preparation shall be based on intensive collaboration among the

regionally accredited institutions of higher education and local public elementary and secondary school districts.

This language clarifies that only regionally accredited institutions of higher education may offer preliminary multiple, single, and education specialist programs. Separate sections of California Education Code (44325-44329) govern intern programs offered by local education agencies.

Impact on Student Teaching-Based Preliminary Multiple, Single, and Education Specialist Programs

The recent changes in the law clarify that student teaching-based programs in California must be offered by a regionally accredited institution of higher education (IHE) and that the intern option is allowed for local education agencies (LEA). Pursuant to 44259 (d) (1), and in keeping with the Commission adopted standards for the preliminary multiple subject, single subject, and education specialist preparation programs, as well as with the Common Standards, all teacher education programs require a close partnership with local public elementary and secondary school districts in the implementation of their program. LEAs interested in offering student teaching-based programs, including residency programs, as the *program sponsor* may seek to establish a regionally accredited institution of higher education and apply for initial institutional approval by the Commission as such. A few examples of LEAs that have successfully undertaken this process exist in California.

Student teaching-based programs include teacher residency programs. It is important to note that residency programs and intern programs are not the same. They differ in significant ways, mainly that intern candidates are employees of the district and teachers of record whereas residents (candidate enrolled in teacher residency pathways) are student teachers in a year-long student teaching placement. By design, teacher residency programs require that the institution of higher education and the local education agencies with which it partners share responsibilities for the critical operation and success of the program.

Over the past few years, and in the 2021-22 budget year, the state has invested significant state resources in the development and implementation of student teaching-based residency programs. This high-quality pathway offers strong preparation to help address the state's significant teacher shortage. These resources are allocated to local education agencies to support the IHE/LEA partnership. It is important to note that while the state investment is at the LEA level as the grant recipient, the law requires that the program sponsor for such programs be a regionally accredited institution of higher education. Regardless of the source of funding, the law requires that only institutions of higher education approved by the Commission may be authorized to serve as the program sponsor for multiple subject, single subject, or education specialist teacher residency programs. As such, for teacher residency programs, as well as other student teaching-based pathways, it is the institution of higher education that enrolls the candidate in the program and ultimately recommends them for the credential, and not the local education agency partner.

Any student teaching-based program, including a teacher residency pathway, submitted for initial program review after January 1, 2022 (the effective date of AB 320) by a local education agency will not be accepted. LEAs must partner with Commission approved institutions of higher education that are authorized by the Commission to offer a residency-based program of teacher education. Programs that

were submitted by LEAs for a teacher residency pathway prior to January 1, 2022 and that partner with a regionally accredited institution of higher education will be reviewed and if they are deemed to meet the standards and program requirements, will be moved forward to Committee on Accreditation (COA) for consideration and approval. Any LEA student teaching-based programs approved before January 1, 2022, may continue to operate after January 1, 2022, as long as a partnership with an IHE exists.

Important Dates:

January 1, 2022

Background:

AB 130 (Medina) was signed by the Governor on October 9, 2021, effective January 1, 2022.

Sources:

[AB 130 \(Chap. 663, Stats. 2021\)](#)

Contact Information:

Contact Information for the Professional Services Division is available at the [Professional Services Contact webpage](#).

Appendix L

Questions and Answers

Regarding Previous Teacher Residency Implementation and Expansion Grant Requests for Applications (RFA)

Questions Regarding the Request for Applications (RFA):

1. **Question:** Regarding the suggested maximum length of an application being not more than 30 double spaced or 15 single spaced pages, we're assuming that doesn't include the Appendices, right?
Answer: Correct. The suggested length does not include appendices.
2. **Question:** Do expansion grant grantees need to transition to implementation funds? If yes, after what time period (e.g., after expansion to complete? What does it mean for expansion to be complete?)
Answer: Expansion grants are awards made to LEA-IHE partnerships that operate an existing teacher residency program whereas implementation grants are for new LEA-IHE partnerships that are launching a new residency program. Expansion awards do not turn into implementation awards at any point.
3. **Question:** Do we need to be concerned with the Regionally Accredited criteria in Appendix K or does a CSU meet one of these criteria?
Answer: Appendix K states, *“Regionally accredited” can refer to an institution that has been accredited by the Accrediting Commission for Senior Colleges and Universities, the Western Association of Schools and Colleges, the Higher Learning Commission, the Middle States Commission on Higher Education, the Northwest Commission on Colleges and Universities, the New England Commission of Higher Education, or the Southern Association of Colleges and Schools Commission on Colleges.* If the CSU is accredited by one of those bodies, then it meets the regionally accredited requirement.
4. **Question:** Under the “LEA Obligations” section of the RFA, it states “Establishing a hiring process or timeline that allows for residents to secure employment within their residency program LEA soon after completing the program. For a consortium-based program, must residents be hired in the district of their residency placement OR would they still meet the employment requirements if they were hired in another district within the consortium when there were not enough positions open in the original placement district?
Answer: The consortium would meet the requirement if employment is secured for each resident in any of the districts within the consortium.
5. **Question:** Should we submit a separate RFA for each IHE partner program, or ONE RFA encompassing all programs?
Answer: This is a local decision. The LEA applicant and IHE partners would decide what works best for the long-term planning, organization, and reporting within the partnership.
6. **Question:** Would you provide an example of how we could explain assurance of “consistency and coherence” across multiple sites, content areas, and school administrations (Question #3 of the RFA)?
Answer: The teacher residency program may be operating across several districts, and even within a single district, across multiple sites. The purpose of this criterion is for applicants to

explain how the district would assure that all residents are receiving consistent and coherent services across all of these different potential combinations of locations and types of credentials sought by residents participating in the program.

7. **Question:** How specific should our narrative be regarding current and/or proposed data collection processes? What specific language or examples should we include)?

Answer: Applicants should describe the processes they already have in place to collect data, analyze data, and use these data for improvement purposes. Applicants should provide an assurance that they will provide the data to be required by the Commission and should indicate who would be responsible for the data-related activities if the application is funded.

8. **Question:** Is there a chance for an extension with the due date of the application?

Answer: No. If an applicant is unable to submit a complete application by the posted deadline, they will need to wait to apply to the next RFA.

9. **Question:** If a county office of education would like to add districts in out years, is it possible to add more later or should they list all potential districts now?

Answer: It is possible for a county office of education to add districts from within the county after earning a grant award, however, grantees will not be provided extra funding for any resulting increased program size.

10. **Question:** Is it allowable to change IHEs when transitioning from [a Commission funded] Capacity grant to an Implementation grant? If so, what's that process?

Answer: Yes. The LEA grantee should notify Commission staff as soon as possible if an IHE partner needs to be added or replaced during the life of the capacity grant. When applying for any new grant, the name of the new IHE partner will be included in the application.

11. **Question:** To diversify the teacher workforce, does the LEA have autonomy to determine the qualities that bring diversity? For example, in addition to gender or race/ethnicity, we would like to consider residents who were first-generation college students or have a similar socioeconomic status to our community.

Answer: In addition to gender or race/ethnicity, it is a local decision to include other traditionally underrepresented groups.

12. **Question:** Can the LEA Contact Person and LEA Fiscal Agent be the same person?

Answer: Yes. The LEA contact person should be the representative who is authorized to sign the grant award agreement. The LEA fiscal agent should be the person responsible for grant budget oversight.

13. **Question:** Given that we are a county office located in a rural area are we considered a high needs area? Can we recruit in any credential area that has been identified?

Answer: Yes. Please see Appendix H – Statutory Priority Points for the appropriate space to indicate the location of the applicant LEA. All credential areas listed on Appendix D – Program Summary are available to all applicants.

14. **Question:** We were awarded the capacity grant in the spring to increase our number of mentors starting this school year. We want to ultimately increase the number of residents and an idea our special ed coordinator had is to give our paraeducators an incentive to join the program when they graduate. Can we use this grant to financially assist our paraeducators while they finish their BA?

Answer: No. Authorizing legislation defines a teacher residency program as “a grant applicant-based program that partners with one or more commission-approved teacher

preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.” The paraeducators described in 4 this question are not yet enrolled in an initial teacher preparation program. The applicant may wish to explore the Classified School Employee Teacher Credentialing Program to support this work.

Questions Regarding the Use of Teacher Residency Expansion (TRE) Grant Funds:

15. **Question:** If a resident pays tuition before TRE enrollment, can my LEA reimburse tuition costs?

Answer: Yes. Reimbursements, such as tuition reimbursement, are allowed for costs incurred after the applicant is notified of a grant award and provided it is a program component included in the approved application.

16. **Question:** Regarding partnership agreements (Appendix E) – do we need all consortium and all IHE signatures?

Answer: Yes. Signatures from all consortium partners (if any) and IHE partners must be included with the original application that is submitted by the published due date for the application to pass the technical screening process.

17. **Question:** Can we use the difference in the indirect cost we are allowed to charge off and the actual amount to count toward the matching funds?

Answer: Yes.

18. **Question:** Do the funds automatically renew every year or do we need to include the total funding for multiple years/cohorts needed in the budget section of this application? For example, if we would like to have 17 Residents in each of the next 5 years and are requesting the full \$25,000/resident, will our budget need to show a request of \$2,125,000? Or do we show the calculations for just one cohort of Residents (\$425,000)?

Answer: It is expected that the Year One budget outlined in Appendix G will be the annual expenditures for the Teacher Residency Implementation and Expansion Grant program over the life of the grant. The RFA states: *“Grantees will be expected to make appropriate yearly progress in implementing their expanded residency model, resulting in an increase in the number of teacher resident candidates and according to the operational plan provided in the funded application Applicants should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data when reports are requested by Commission staff...Any unspent or unencumbered funds in a given fiscal year will affect the following year’s budget disbursement such that the next year disbursement will be adjusted to include funds that had not been spent or encumbered during the previous year.”* In this example, \$425,000 will be the amount requested on Appendix G.

19. **Question:** Can matching and in-kind matching funds be spent in years after the teacher’s residency year? Example: Using matching funds to pay for induction support once the resident holds their Preliminary credential.

Answer: Yes.

20. **Question:** Can grant funds be used for health care stipends for residents? This would be a recruitment expense: we are finding health care costs are a significant impediment to candidates leaving their jobs for a year to participate in teacher training.

Answer: This is a local decision that would be detailed in the application narrative and evaluated as a part of the competitive application process.

21. **Question:** Can funds be dedicated to increasing stipend amounts for mentors as they develop tenure in the residency program (ex: \$3k 1st year, \$4k 2nd year, \$5k 3rd year)?

Answer: This is a local decision that would be detailed in the application narrative and evaluated as a part of the competitive application process.

22. **Question:** Can funds from other Federal sources for a residency be used as a match?

Answer: Yes.

23. **Question:** Could you provide more guidance around the “supplement not supplant” rule? If an LEA has previously used district funds to support certain residency program expenses, but does not have a dedicated annual allocation for it, will it be considered supplantation if the LEA uses grant funds for those expenses?

Answer: Grant funds cannot be used to pay for infrastructure, technology, or materials that are commonly needed to operate a school. For example, 2021 TRE grant funds cannot be used for updating physical meeting spaces, purchasing computers or cell phones, or for instructional materials for participants.

24. **Question:** Budget guidelines say local guidelines for restrictions for % of program staff costs. What are the local guidelines? Who determines the local % guidelines for staffing?

Answer: Guidance on how applicants may use Residency Program Staff Costs is provided on Appendix F in the RFA which states, *“use this line item for a locally determined proportion of the costs relating to management and administration of the Teacher Residency Implementation and Expansion Grant Program not otherwise covered by the Program Administration line item or by grantee matching funds.”* The applicant will propose a percentage of grant funds to be used for residency staff program costs on Appendix G and the corresponding budget narrative. That figure will be evaluated as a part of the competitive selection process.

25. **Question:** Is there a cap on the dollar amount for the expansion grant overall or by year?

Answer: There is no cap on the dollar amount for the expansion grant. The applicant will determine how many residents they project to enroll each year and may request up to \$25,000 per resident.

26. **Question:** Is the budget a total for all of the years of the grant? If not, how do we show the budget over each of the years with the scaling of residents year over year?

Answer: Please provide information about scaling of residents in the budget narrative

27. **Question:** Can other grant funding be used for in-kind matching funds on the expansion grant? For example, we received the Teacher Residency Capacity Grant and are using \$20,000/year of the grant funding towards Mentor Professional Development and Trainings. May we use the Capacity Grant funding as in-kind matching funds for this expansion grant?

Answer: No. All Teacher Residency grant funding is from the same authorizing legislation.

28. **Question:** What is the maximum amount offered per LEA?

Answer: The amount of funding is based on a per-resident maximum amount of \$25,000 for each resident participating in the LEA’s teacher residency expansion program.

29. **Question:** We currently employ our residents as paras (classified employees) in the district, at their choosing. We are aware that grant authorizing legislation mandates that the

resident works at least half time alongside a mentor teacher in the mentor teacher's classroom for at least one school year while engaging in initial preparation coursework. Looking toward future grant budget, as long as we are meeting the requirements of the authorizing legislation, **can we count the salary and benefits that we pay residents -- when serving as LEA employees (para educators) – toward our required grant match?**

Answer: Yes.

30. **Question:** We understand that TRE grant funds must be encumbered by June 30, 2026. Would we still be able to provide resident stipends during the 2026-27 academic year as long as residents are accepted into the program by June 30, 2026? Or would they need to be officially enrolled by June 30, 2026?

Answer: Authorizing legislation does not provide a definition or timeline of “program enrollment.” Therefore, programs are responsible for determining the date that residents are accepted or enrolled in the program. That date will be included in the narrative response to RFA Question #3. If acceptance or enrollment into the program occurs in the spring, then grant recipients would be allowed to recruit cohorts to be enrolled in spring 2023, 2024, 2025, and 2026 in order to begin their residency placements in mentors' classrooms for the 2023-24, 2024- 25, 2025-26, and 2026-27 academic years.

31. **Question:** We will be working with our IHEs to recruit a group of 10 Residents for each year of the grant. If for some reason only a few Residents join (2-3, for example) in any particular year, is that an issue for the CTC (in regard to continuing to fund the program)?

Answer: Grant funds are awarded in annual disbursements based on actual enrollment and projections numbers. In this case, the first disbursement would be enough to fund ten residents for the first year of the program, as projected in the application. If the actual enrollment for the first year is a fewer number of residents than projected, Commission staff will communicate with program staff to determine the appropriate disbursement based on Year 2 projections after considering the remaining funds from the previous year.

32. **Question:** Regarding this sentence: “Once an application has been approved and a grant award has been disbursed, an LEA or consortium may not alter the list of approved grant funded categories,” does this mean that if we do not initially budget for a certain line item, we are unable to use grant funds for that line item? For example, if our application lists \$0 for examination fees, are we not allowed to use grant funds toward examination fees at any point?

Answer: Yes.

33. **Question:** Aside from the admin cost and \$25,000 living stipend, is there room for spending grant funds on supplies, marketing/advertising, recruitment efforts, and other?

Answer: Please refer to Appendix F of the Teacher Residency Implementation RFA for the definitions of allowable spending categories. Authorizing legislation allows grantees to spend up to \$25,000 of grant funds per resident.

34. **Question:** What if the resident doesn't complete the program? What happens to the grant/funds that are allocated to that particular resident?

Answer: The grantee LEA would be responsible for returning the funds for that resident. They may do this by collecting the funds back from the resident and/or by using LEA funds. Please refer to subdivisions (m-p) of the authorizing legislation for more information on recovering grant funds.

35. **Question:** Can we use grant funds to support a resident who does not fulfill a diversity need or any of the targeted credential types?

Answer: No. Grant funding may only be used for the categories as described in the grant application.

36. **Question:** What latitude do we have to make budgetary changes during the year? For instance, if our mileage expenses increase due to gas prices can we use unspent funds allocated to supplies?

Answer: Grantees may shift funds among the categories approved in the budget section of the approved application. Any shift of funds totaling 10% or more of the grant award will require prior approval from Commission staff.

37. **Question:** If the application is for a consortium that serves multiple districts, can districts within the consortium provide part of the matching funds or must it only be from the lead LEA? If so, what type of documentation would be required from CTC from each district to ensure that the match is met?

Answer: Yes. Consortium partners may provide matching funds. The lead LEA in the consortium will determine what documentation needs to be submitted by the consortium partners.

38. **Question:** What examples can you provide for offering Resident financial support?

Answer: Legislative language allows residents to benefit from multiple state and federal grant programs. An example would be the Golden State Teacher Grant program that is administered by the California Student Aid Commission

39. **Question:** How much tuition is typically covered for Residents?

Answer: This is a local decision. Legislative language does not provide any limit or guidance on this topic.

40. **Question:** Are mentor stipends required or is hourly pay ok to establish?

Answer: This is a local decision.

41. **Question:** The RFA indicates that the budget should be pegged to \$25,000 per trainee per year. Is this inclusive of administrative costs, or can these be budgeted in addition to the \$25,000 per trainee?

Answer: The \$25,000 per resident is inclusive of administrative costs.

Questions Regarding Teacher Residency Implementation and Expansion Grant Eligibility:

42. **Question:** If an LEA has been in the process of planning for a residency by engaging stakeholders, cultivating mentors, and recruiting candidates, but has not yet had residents in classrooms--- is that LEA eligible to apply for the Expansion grant?

Answer: The RFA states: *"Grant awards of up to \$25,000 per resident participating in the Teacher Residency Implementation and Expansion Grant Program are available for the*

purpose of expanding existing LEA/IHE partnerships currently operating a Commission-approved teacher residency pathway.” Since the LEA is still in the planning phase and has not yet operated a residency pathway, the LEA is not eligible to apply for an expansion grant and should consider applying for a Teacher Residency Implementation Grant.

43. **Question:** Our LEA, in collaboration with other LEAs as consortium, was recently awarded the 2021 Teacher Residency Capacity Grant. Our LEA has been in a relationship with another LEA and the current IHE after receipt of a previous residency grant for several years, however, with the new capacity grant our LEA partner has changed. We are trying to determine if we are eligible to apply for the expansion grant considering our previous residency work and including a new partner now, or...if we should wait for the Teacher Residency Implementation Grant.

Answer: This is a local decision. As described, and assuming that a residency program has been operating with the “receipt of a previous residency grant,” the LEA is eligible for either an expansion or implementation grant opportunity.

44. **Question:** My LEA just received the Teacher Residency Expansion Grant. I was wondering if the Teacher Residency Implementation Grant is different and whether we are eligible for an Implementation and Capacity grant if we received the Expansion Grant?

Answer: Teacher Residency Program Expansion and Implementation grants were authorized by the same legislation and allow funding to be used for the exact same activities. LEAs that operate an existing residency program may apply for either an expansion grant or an implementation grant. It is expected that LEAs that have not yet implemented a Teacher Residency Program will not apply for expansion funds and will apply for implementation funds. Current grantees are eligible for all three grant types at any time.

45. **Question:** I have a previous Teacher Residency grant and a newly awarded Capacity grant, am I eligible to apply for an Expansion grant?

Answer: The RFA states: “*Grant awards of up to \$25,000 per resident participating in the Teacher Residency Implementation and Expansion Grant Program are available for the purpose of expanding existing LEA/IHE partnerships currently operating a Commission-approved teacher residency pathway.*” If the LEA is currently operating (has enrolled and worked with at least one cohort of residents) a residency pathway, the LEA is eligible to apply for expansion funds with this or a subsequent Teacher Residency Implementation and Expansion Grant RFA.

46. **Question:** May an LEA apply for an implementation grant even if they did not apply for or receive a capacity grant?

Answer: Yes.

47. **Question:** Our IHE partner has successfully run residency programs with other LEA partners, are we eligible for an expansion grant?

Answer: The LEA would be the grantee, and therefore would have to have experience partnering with an IHE operating a residency program in order to be eligible for an expansion grant. If the IHE partner is the one that has the current residency program and the LEA does not, the LEA would need to wait and apply for an implementation grant.

48. **Question:** Can the lead LEA in a consortium change for the expansion grant?

Answer: Yes. If the new lead LEA has been successfully enrolling candidates and partnering with an IHE operating a residency pathway in the past, they may apply for an expansion grant.

49. **Question:** We currently have 20 residents that are not funded by a Commission or other residency grant. Our expansion plans include increasing living stipends for all the residency seats we have. Are we able to seek funding for the entire resident stipend for all the seats we currently have, if we don't have a secure funding stream to support those existing seats?

Answer: This is a local decision. The living stipend described is an allowable use of grant funds that would be detailed in the application narrative and evaluated as a part of the competitive application process. However, as a part of the application, the LEA will identify a start date for the pathway being supported by grant funds.

50. **Question:** Can an LEA with a right-sized existing program use Expansion Grant funds exclusively to expand/strengthen workforce diversification efforts, with no year-over-year growth in the number of participating residents? (This would be for established programs that wish to diversify but don't want to grow larger than the number of anticipated employment opportunities the following year.)

Answer: Yes.

51. **Question:** We have a Residency program with another charter school organization, so our application would be from a group of LEAs, from different CMOs. Would this grouping of schools be eligible to apply?

Answer: As stated in the RFA, the application must be submitted by a charter school or consortium of charters schools with CDS codes. The application cannot be submitted by a Charter Management Organization (CMO), a CMO cannot serve as the fiscal agent for the grant, and the signature on the cover page must be from an administrator/leader from the applicant charter school with the CDS code. A requirement for the Teacher Residency Implementation and Expansion Grant is that the applicant must already have a residency program in operation with a regionally accredited and Commission-approved teacher preparation program that is being expanded through these grant funds.

52. **Question:** Can an NPS Apply?

Answer: Teacher Residency grants are open only to LEAs. Please see the definition of an LEA in Appendix A Section 44415.5 (b)(3).

53. **Question:** I think we are confused between implementation or expansion because we have a very strong existing partnership with our local university to host and train aspiring teachers but not in a specific residency format?

Answer: Eligible applicants for Teacher Residency Expansion Grants are LEAs or a consortium of LEAs, currently working in partnership with one or more Commission- approved preparation programs within a regionally accredited IHE that operates a teacher residency pathway for the proposed credential area. If an LEA does not currently operate a teacher residency program with available data from at least one cohort of residents, they are not eligible to apply for an expansion grant and would need to apply for an implementation grant.

Questions Regarding Resident Projections and Allowable Resident Activities

54. **Question:** Can residents substitute teach for experience and income on days when they are **not** doing their residency?

Answer: This is a local decision. Authorizing legislation mandates that the resident works at least half time alongside a mentor teacher in the mentor teacher's classroom for at least one full school year while engaging in initial preparation coursework. Hiring residents as substitute teachers is allowable as long as requirements of authorizing legislation are met.

55. **Question:** On the page of projected residents per year Appendix D, it states that we need to have targeted number of residents per year. If our expansion is growing in a phased in approach, do we need to split the cells and put in the numbers by year or complete multiple pages?

Answer: Applicants could detail the phased approach by including in the application narrative a table showing the projections per year and the exact amount of resident projected each year.

56. **Question:** Can residents be classified as employees and grant funds allocated to resident salaries?

Answer: This is a local decision. If a participant is both a resident and an LEA employee, they may be paid a stipend in their role as a resident and may be paid in their role as an employee. Authorizing legislation mandates that the resident works at least half time alongside a mentor teacher in the mentor teacher's classroom for at least one full school year while engaging in initial preparation coursework. Hiring residents as employees is allowable as long as requirements of authorizing legislation are met.

57. **Question:** Is there flexibility regarding the number of residents by residency area? For example, what if we project there will be 15 residents in Special Education in our application, but we wind up having 13 special education and 2 additional ones in a Single Subject STEM area?

Answer: Commission staff expects that there may be varying enrollment numbers annually. In the example provided above, the shifted enrollment of residents by credential type is allowable as long as both of those credential areas were identified on Appendix D of the original grant application.

58. **Question:** Our question is in relation to targeting the number of annual residents in each credential/program type (Appendix D). For instance, we may project 3 residents in special education, yet we end up having 5 residents who are in the special education residency program. What is the process to change our projected numbers? Will we have latitude to make changes based on our partner district needs?

Answer: Grant awards are based on the annual projections listed in Appendix D. Grantees will not be allowed to exceed the annual number of residents they identify. However, if an application includes more than one credential area on Appendix D, grantees may shift to accommodate enrollment. For example, if the application projects 20 total residents annually - 10 special education and 10 single subject STEM residents - a grantee may enroll 18 special education and 2 STEM residents.

59. **Question:** How do we think about the \$25K/resident if the grant goes until 2026? Do we write for a certain number of residents each year? Like we think we can host 10 residents per year, so we write that out until 2026? Or do we write a new grant each year?

Answer: Appendix D – Program Summary and Appendix G – Budget Overview ask applicants to project annual enrollment and budget details. Grants are renewable annually after Commission staff review annual reports. Grantees will not need to write a new application to renew funds.

60. **Question:** Does the resident have to go through the regular hiring process?

Answer: This is a local decision.

61. **Question:** We are working on a residency implementation grant and have a question about the consortium districts' obligation to hire residents and the residents' obligation to work for the districts within the consortium. Our grant is going to be focused on preparing multiple subject bilingual residents. If one of the districts ends up hiring a bilingual resident to teach in a non-dual immersion position (e.g., English speaking Kindergarten class) could this be counted as a year of service for the resident?

Answer: Residents must be hired as intended and described in the grant application.

62. **Question:** My district is on a year-round calendar. We recruit at the end of each year for the upcoming cohort for the following year. Candidates begin the process of getting cleared with Human Resources, but they can't begin until they are cleared, which can be 4-6 weeks into the school year, but no more than 25% of the school year. Will this be ok for the Expansion Grant requirements?

Answer: No. Authorizing legislation for Teacher Residency Grant Programs requires that residents are "prospective teachers [who] teach at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework." If the residency placement allows a resident to work with a mentor for at least one full school year or one full calendar year, the requirement will be met.

63. **Question:** Does the teacher service agreement need to begin in Year 1, or can it begin in Year 2? The RFA states Year 1, but in the 2018 Residency Grant, teachers have a buffer year and may begin Year 2 if no positions are available in Year 1.

Answer: Authorizing legislation has remained consistent on this topic. Statute states, "a candidate shall have five school years to complete the four-school-year teaching commitment."

Resources for Applicants

Additional Resources section of the [Commission's Teacher Residency Grant Program webpage](#).

Join the California Teacher Residency Lab to learn more about the Teacher Residency Grant Program Application Support Series. Participants will receive an overview and support to prepare strong teacher residency grant applications for the California Commission on Teacher Credentialing (CTC).

To learn more about how to obtain additional application writing and program implementation supports from the Lab, please click this link for the [event flyer](#).